

**Texas Education Agency  
Standard Application System (SAS)**

**2014–2016 Educator Excellence Innovation Program**

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;">           Received            Texas Education Agency            2014 Jan 23 PM 12:34            Document Control Center         </div>
<b>Grant period:</b>	April 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
<b>Submittal information:</b>	<b>Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</b> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
<b>Contact information:</b>	Tim Regal: <a href="mailto:Tim.Regal@tea.state.tx.us">Tim.Regal@tea.state.tx.us</a> (512) 463-0961	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name Bandera ISD	Vendor ID #	Mailing address line 1 POB 727	
Mailing address line 2 815 Pecan Street	City Bandera	State TX	ZIP Code 78003-0727
County- District #    Campus number and name 010902	ESC Region # 20	US Congressional District # 21	DUNS # 809142750

**Primary Contact**

First name Regina	M.I. Regina	Last name Howell	Title Superintendent
Telephone # 830-796-3313	Email address <a href="mailto:Rhowell@banderaisd.net">Rhowell@banderaisd.net</a>		FAX # 830-796-6238

**Secondary Contact**

First name Tracy D. Thayer	M.I. D	Last name Thayer	Title Director
Telephone # 830-796-6300	Email address <a href="mailto:tthayer@banderaisd.net">tthayer@banderaisd.net</a>		FAX # 830-796-6238

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name Regina	M.I. Regina	Last name Howell	Title Superintendent
Telephone # 830-796-3313	Email address <a href="mailto:rhowell@banderaisd.net">rhowell@banderaisd.net</a>		FAX # 830-796-6238

Signature (blue ink preferred)

*Regina Howell*

Date signed

January 22, 2013

Only the legally responsible party may sign this application.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Bandera ISD has crafted a comprehensive, collaborative and innovative program of teacher excellence. Bandera ISD will begin by recruiting high achieving graduates of local colleges and universities through the offer of hiring bonuses for subject areas that have proven difficult to fill like mathematics, science, Spanish, Advanced Placement/Dual Credit, and Special Education. District recruiters will attend local conferences and establish collaborative relationships with certification granting institutions. Recruiting and retention bonuses will be paid through grant funds to all employees who work directly with students. Recruiting costs will also be defrayed by the grant. Bandera ISD will provide early notification incentives to teachers and administrators who plan to retire or resign at the end of the school year.

Bandera ISD will provide a mentoring program for new hires using mentors who have been trained and are paid a stipend for their mentoring activities through grant funding. Close collaboration between mentor and new hire will be established with frequent opportunities to collaborate, peer coach, and observe master teachers in their subject matter. Time and substitute coverage will be provided to mentor teachers and new hires for observations and peer coaching.

Teachers will continue to be observed with the PDAS evaluation tool as well as receiving frequent mini-observations with a district established form created in collaboration with campus and district administration. Teacher self assessment will be accomplished through the PDAS beginning of year form, as well as using a mid-year report that will be created through the campus and district decision making process. Student feedback will be collected through anecdotal information for elementary students and a brief survey for secondary students. Student growth will be tracked through use of benchmark testing and six week testing. The summative annual conference (EOY) will be based on multiple forms of direct observation, employee self assessment at BOY and MOY, and client feedback.

Bandera ISD will facilitate professional development throughout the school year during the school day, after school, during the summer and on-line. Each teacher with the approval of their campus administrator and if required, their mentor teacher for new hires, will craft a personal staff development plan that addresses the areas of concern to both teacher and administrator. This plan will include the areas of improvement of student performance, student management, content knowledge, special population needs and assessment knowledge. This plan will be monitored frequently by campus administration and appropriate district administrators. Teachers and their campus evaluators will review the plan at the end of the year, so that carryover activities may be addressed through the summer and during the course of the next year. The grant will fund the costs of district, campus and individual professional development as well as fund participation in Region 20 Service Center Coops for Gifted and Talented, Bilingual/ESL, Counselors, and College and Career Readiness Cooperative. Substitute costs for teachers and administrators to attend professional development will also be funded by the grant.

While Bandera ISD has a plethora of applicants, it is often difficult to field and retain applicants with appropriate skills for specified instructional duties in the district. Bandera ISD will craft a strategic compensation package of district stipends that address the retention of effective teachers and administrators in order to support campus collaboration and improvement while creating an environment that underpins the elevation of instructional practice and curriculum standards. These stipends will be additional compensation for experienced teachers to add value to the department or grade level team through the sharing of their successful experiences with the grade level or department through which they are a part. These stipends will allow all teachers along the spectrum of experience to be able to expand their opportunities for growth, development and collaboration on each campus.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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# Texas Education Agency Standard Application System (SAS)

## Schedule #6—Program Budget Summary

County-district number or vendor ID: \_\_\_\_\_ Amendment # (for amendments only): \_\_\_\_\_

Program authority: General Appropriations Act, Article III, Rider 47, 83<sup>rd</sup> Texas Legislature

Project period: April 1, 2014, through August 31, 2016

Fund code: 429

### Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$75,000	\$7500	\$82,500	\$75,000	\$7500	\$82,500
Schedule #8	Professional and Contracted Services (6200)	6200	\$44,750	\$4,475	\$49,225	\$44,750	\$4,475	\$49,225
Schedule #9	Supplies and Materials (6300)	6300	\$12,780	\$1,278	\$14,058	\$12,780	\$1,278	\$14,058
Schedule #10	Other Operating Costs (6400)	6400	\$17,500	\$1,750	\$19,250	\$17,500	\$1,750	\$19,250
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$250	\$25	\$275	\$250	\$25	\$275
Total direct costs:			\$150,280	\$15,028	\$165,308	\$150,280	\$15,028	\$165,308
Percentage% indirect costs (see note):			N/A	\$2,264	\$165,308	N/A	\$2,264	\$165,308
Grand total of budgeted costs (add all entries in each column):			\$150,280	\$15,028	\$165,308	\$150,280	\$15,028	\$165,308

### Administrative Cost Calculation

Enter the total grant amount requested:			Year 1	Year 2
Percentage limit on administrative costs established for the program (10%):			\$150,280	\$150,280
Multiply and round down to the nearest whole dollar. Enter the result.			x .10	x .10
This is the maximum amount allowable for administrative costs, including indirect costs:			\$15,028	\$15,028

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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On this date: \_\_\_\_\_

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By TEA staff person: \_\_\_\_\_

# Texas Education Agency Standard Application System (SAS)

## Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 010902

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
<b>Academic/Instructional</b>					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
<b>Program Management and Administration</b>					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator		20	\$20,000	\$20,000
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
<b>Auxiliary</b>					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
<b>Other Employee Positions</b>					
15	Title			\$	\$
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$20,000	\$20,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
19	6112 Substitute pay			\$20,000	\$20,000
20	6119 Professional staff extra-duty pay			\$35,000	\$35,000
21	6121 Support staff extra-duty pay			\$	\$
22	6140 Employee benefits			\$	\$
23	61XX Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$55,000	\$55,000
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$75,000</b>	<b>\$75,000</b>

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description			Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land		\$0	\$0
	Specify purpose:			
6299	Contracted publication and printing costs (specific approval required only for nonprofits)		\$0	\$0
	Specify purpose:			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			\$0	\$0
<b>Professional Services, Contracted Services, or Subgrants Less Than \$10,000</b>				
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Contracted Professional Development - Individual District Campuses (4)	<input type="checkbox"/>	\$44,750	\$44,750
2	Contracted Professional Development - Administration	<input type="checkbox"/>	\$4,475	\$4,475
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$49,225	\$49,225
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000</b>				
Specify topic/purpose/service:			<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:				
<b>Contractor's Cost Breakdown of Service to Be Provided</b>			<b>Year 1</b>	<b>Year 2</b>
1	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:			\$	\$

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**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID:

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

**Contractor's Cost Breakdown of Service to Be Provided****Year 1****Year 2**

Contractor's payroll costs

# of positions:

\$

\$

2

Contractor's subgrants, subcontracts, subcontracted services

\$

\$

Contractor's supplies and materials

\$

\$

Contractor's other operating costs

\$

\$

Contractor's capital outlay (allowable for subgrants only)

\$

\$

Total budget:

\$

\$

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

**Contractor's Cost Breakdown of Service to Be Provided****Year 1****Year 2**

Contractor's payroll costs

# of positions:

\$

\$

3

Contractor's subgrants, subcontracts, subcontracted services

\$

\$

Contractor's supplies and materials

\$

\$

Contractor's other operating costs

\$

\$

Contractor's capital outlay (allowable for subgrants only)

\$

\$

Total budget:

\$

\$

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

**Contractor's Cost Breakdown of Service to Be Provided****Year 1****Year 2**

Contractor's payroll costs

# of positions:

\$

\$

4

Contractor's subgrants, subcontracts, subcontracted services

\$

\$

Contractor's supplies and materials

\$

\$

Contractor's other operating costs

\$

\$

Contractor's capital outlay (allowable for subgrants only)

\$

\$

Total budget:

\$

\$

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

**Contractor's Cost Breakdown of Service to Be Provided****Year 1****Year 2**

Contractor's payroll costs

# of positions:

\$

\$

5

Contractor's subgrants, subcontracts, subcontracted services

\$

\$

Contractor's supplies and materials

\$

\$

Contractor's other operating costs

\$

\$

Contractor's capital outlay (allowable for subgrants only)

\$

\$

Total budget:

\$

\$

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**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID:

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

**Contractor's Cost Breakdown of Service to Be Provided****Year 1****Year 2**

6

Contractor's payroll costs

# of positions:

\$

\$

Contractor's subgrants, subcontracts, subcontracted services

\$

\$

Contractor's supplies and materials

\$

\$

Contractor's other operating costs

\$

\$

Contractor's capital outlay (allowable for subgrants only)

\$

\$

Total budget:

\$

\$

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

**Contractor's Cost Breakdown of Service to Be Provided****Year 1****Year 2**

7

Contractor's payroll costs

# of positions:

\$

\$

Contractor's subgrants, subcontracts, subcontracted services

\$

\$

Contractor's supplies and materials

\$

\$

Contractor's other operating costs

\$

\$

Contractor's capital outlay (allowable for subgrants only)

\$

\$

Total budget:

\$

\$

Specify topic/purpose/service:

☐ Yes, this is a subgrant

Describe topic/purpose/service:

**Contractor's Cost Breakdown of Service to Be Provided****Year 1****Year 2**

8

Contractor's payroll costs

# of positions:

\$

\$

Contractor's subgrants, subcontracts, subcontracted services

\$

\$

Contractor's supplies and materials

\$

\$

Contractor's other operating costs

\$

\$

Contractor's capital outlay (allowable for subgrants only)

\$

\$

Total budget:

\$

\$

c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:

\$

\$

a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:

\$0

\$0

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$49,225

\$49,225

c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:

\$0

\$0

d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:

\$0

\$0

(Sum of lines a, b, c, and d) Grand total

\$49,225

\$49,225

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.**For TEA Use Only**

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 010902

Amendment number (for amendments only):

**Expense Item Description**

6399	Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2	
	1	iPad	Staff Development/Teacher Observations	20	\$10,000	\$10,000	\$10,000	
	2				\$			
	3				\$			
	4				\$			
	5				\$			
6399	Technology software—Not capitalized					\$10,000	\$10,000	
6399	Supplies and materials associated with advisory council or committee					\$	\$	
Subtotal supplies and materials requiring specific approval:						\$	\$	
	Remaining 6300—Supplies and materials that do not require specific approval:					\$2,780	\$2,780	
Grand total:						\$12,780	\$12,780	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 010902

Amendment number (for amendments only):

**Expense Item Description****Year 1****Year 2**

6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$17,500	\$17,500
<b>Grand total:</b>		<b>\$17,500</b>	<b>\$17,500</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #11—Capital Outlay (6600/15XX)**

County-District Number or Vendor ID: 010902

Amendment number (for amendments only):

**15XX is only for use by charter schools sponsored by a nonprofit organization.**

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX/15XX—Technology hardware, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX/15XX—Technology software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX/15XX—Equipment, furniture, or vehicles</b>					
19	Miscellaneous Equipment	1	\$250	\$250	\$250
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>					
29				\$	\$
<b>Grand total:</b>				<b>\$250</b>	<b>\$250</b>

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

<b>Total enrollment:</b>			<b>2443</b>	
Category	Number	Percentage	Category	Percentage
African American	9	.4%	Attendance rate	95.5%
Hispanic	739	30.2%	Annual dropout rate (Gr 9-12)	1.2%
White	1622	66.4%%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	96%
Asian	15	.6%	TAKS commended 2011 performance, all tests (sum of all grades tested)	10%
Economically disadvantaged	1221	50%	Students taking the ACT and/or SAT	63.4%
Limited English proficient (LEP)	103	4.2%	Average SAT score (number value, not a percentage)	1423
Disciplinary placements	31	1.2%	Average ACT score (number value, not a percentage)	20.8

**Comments**

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	15	8.7%	Bachelor's degree	128.9	74.6%
White	156.7	90.7%	Master's degree	42.9	24.8%
Asian	1	.6%	Doctorate	1	.6%
1-5 years exp.	29	16.8%	Avg. salary, 1-5 years exp.	\$42,686	N/A
6-10 years exp.	35	20.3%	Avg. salary, 6-10 years exp.	\$44,906	N/A
11-20 years exp.	57.3	33.2%	Avg. salary, 11-20 years exp.	\$52,212	N/A
Over 20 years exp.	44.8	25.9%	Avg. salary, over 20 years exp.	\$57,577	N/A

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	116	172	174	148	188	148	176	157	181	185	184	194	166	169	2356
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	116	172	174	148	188	148	176	157	181	185	184	194	166	169	2356

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	7	7	8	7	8	8	14	9	10	12	15	15	15	15	150
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	7	7	8	7	8	8	14	9	10	12	15	15	15	15	150

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Bandera ISD has always embraced forward thinking instructional techniques and pedagogy. For a small district, we have been early adopters of many well documented and highly effective practices. In recent years, however, our financial situation has had a big impact on what we could do to improve teaching and learning in the district. Bandera ISD has only been able to implement instructional initiatives on a limited basis since our designation as a Chapter 41 school district. In order to avoid reduction in force, the district has been slowly withdrawing staff development monies, recruiting monies and mentoring monies in order to supplement payroll. This overweening factor has impacted our ability to implement any kind of improved program in any area.

Bandera ISD has discontinued its prior recruitment efforts. We no longer hold our local hiring fair or attend college hiring fairs. As a small rural district, it is hard to attract high achieving candidates to our district. We have had difficulty securing core teachers who would be able to teach Advanced Placement or Dual credit classes. We have had difficulty obtaining elective teachers who are highly qualified in hard to obtain subject areas. Subject area experts are needed to ensure students have the most comprehensive instruction possible.

Because of attrition and the inability to fill certain positions, mentors are assigned to new hires as they become available. To allow for the development of new hire, new teachers and older but less adept teachers, peer coaching, collaboration and training are necessary. Due to budgetary constraints, those strategies have not been available to our more recently hired staff members.

Campus principals and district administrators have bought into the Marzano approach to lesson design and instruction. They have attended trainings that touched on re-designing the evaluation system to become more aligned with those precepts. Bandera has had little opportunity to expand that initiative. More training is necessary to fully expand our evaluation system to include self reflection by teachers that truly incorporates student achievement as a critical focus.

The majority of campus staff development delivered in the last four years has been based on work done prior to our budgetary cut backs. Very few outside opportunities for professional development have been provided. We have not been able to join our Service Center coops or attend any Service Center delivered workshops. Travel and registration for conferences has been virtually abandoned. Training opportunities have "dried up." While other forms of professional development are available, our district staff survey (anecdotal) has shown that our staff far prefers to attend workshops delivered by a speaker, rather than other methods of delivery. Staff development plans for campuses were flush with opportunities in 2010-2011, but by 2013-2014 contain only the state required trainings with little time for anything beyond the basic necessities. Bandera ISD's teacher have always been open to further training when it was provided. It has not been available to them due to budgetary cuts.

The Bandera ISD compensation package has focused primarily on extra-curricular stipends. No money, in recent recollection, has been used to support academic instructional purposes within the faculties. Money to encourage teachers to expand their strategic career pathway has never been made available to teachers and administrators in our district. Student achievement could be positively effected, especially with our eco-disadvantaged population if we could prime the pump with on campus experts in areas of concern to our district.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Add more opportunities for meaningful professional development.	Provide opportunities for professional development during the school day, after school, during the summer and on-line where administrators and teachers' individual needs are met through analysis of their own professional development plan under the guidance of campus and district evaluators.
2.	Increase the quality of the teacher evaluation practice.	Provide teacher evaluation which focuses on frequent mini-observations, a formal observation, a beginning of the year self assessment, mid year self assessment, and student feedback based on the Marzano model.
3.	Provide stipends to teachers of all experience levels to support improved instructional practice.	Create a strategic compensation package that addresses effective teaching practice while supports educators who collaborate with their department/grade level to improve student performance.
4.	Support an improved induction and mentoring program.	Provide training and an increased stipend for teachers willing to be mentors to new hires. Provide opportunities for teachers to collaborate and peer observe with substitute teacher support. Provide training for new hires in working with students of poverty and who are ELL.
5.	Improve recruitment efforts in order to obtain high achieving candidates to fill any vacancies.	Provide early notification incentives to employees who plan on resigning and retiring as well as provide hiring bonuses for subject areas that have proven difficult to recruit.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Curriculum/Instruction	Masters Degree, Experienced Staff Developer, District and Campus Administration, Core Content Knowledge in Math and Reading, Twenty Years Education experience.
2.	Personnel	Masters Degree, Experienced Personnel administrator, District and Campus Administration, Twenty years experience.
3.	Business Office Manager	Bachelors Degree, Experienced Business Office duties, Twenty Years Experience
4.	Campus Principal	Masters Degree, Experienced Campus Administrator, Experienced Staff Developer and Teacher Evaluator, 10 years Experience
5.	PD Consultant	Masters Degree, Familiar with Bandera ISD teacher and student demographics, Experience delivering PD.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Add more opportunities for additional professional development.	1. Develop individualized pd plan.	04/01/2014	05/31/2015
		2. Deliver Professional Development	06/01/2014	05/31/2015
		3. Campus Review of PD Plans With Teachers (MOY)	01/10/2015	01/31/2015
		4. Campus Review of PD Plans With Teachers (EOY)	05/1/2015	05/31/2015
		5. Revision of Individual SD Plans	05/01/2015	05/31/2015
2.	Increase the quality of evaluation practice.	1. Schedule formal evaluations	08/25/2014	09/10/2014
		2. Schedule mini evaluations	08/25/2014	09/10/2014
		3. Self Assessment (BOY)	08/25/2014	09/10/2014
		4. Mid Year Self Assessment	01/10/2015	01/31/2015
		5. Student Feedback Gathered	04/01/2015	04/30/2015
3.	Provide stipends to teachers of all experience levels to support improved instructional practice.	1. Develop Strategic Compensation Package	04/01/2014	04/30/2014
		2. Share compensation plan with staff	05/01/2014	05/30/2014
		3. Teachers apply for stipends for instruction	09/01/2014	09/10/2014
		4. Stipends are paid	04/25/2015	XX/XX/XXXX
		5. Review of Compensation Plan	05/01/2015	05/30/2015
4.	Support an improved induction and mentoring program.	1. Select campus mentors	04/01/2014	08/25/2014
		2. Provide training to mentors and new hires	06/01/2014	08/25/2015
		3. Provide peer observations	08/25/2014	06/01/2015
		4. Collaborate with mentors	08/16/2014	06/01/2015
		5. Evaluation of induction program by new hires	05/01/2015	05/31/2015
5.	Improve recruitment efforts in order to obtain high achieving candidates to fill any vacancies.	1. Provide signing bonuses during recruitment	04/01/2014	10/1/2014
		2. Attend job fairs	04/01/2014	06/01/2014
		3. Provide notice of early notification bonus	04/01/2014	06/01/2014
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

**Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Project Staff will meet monthly to discuss program implementation as well as monitoring of grant activities. Each district administrator will be responsible for collaborating and monitoring a single campus' implementation of the grant. Teachers will be surveyed (formally and anecdotally) at reasonable intervals (twice a semester) to gain insight on grant activity effectiveness and translation of strategies by teachers into the classroom. District administrators will maintain on-going communication with superintendent on project. Director of Federal Programs will provide update reports at monthly Principals' Meetings. Director of Curriculum and Instruction will prepare update reports to the Board of Trustees during each semester of grant participation.

When it is determined that grant activities need to be adjusted or realigned to improve effectiveness, district administrators will communicate changes to campus administration in written form and by providing a follow up phone call. Effected staff will be notified by email and district administrator responsible for the campus will provide an update at the campus' faculty meeting. Any changes made in grant activities will be communicated in reports to Principals via the monthly Principals' meeting and the Board reports each semester.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Bandera ISD's Superintendent has made a public commitment to raising the district's performance on the STAAR test and providing support for improved instruction through instructional improvement. Institutionalization of grant practice will be difficult, but not impossible to continue without grant funds. The main barrier to implementing grant activities is the monetary resources available to offer stipends, staff development and recruiting bonuses. Teachers and administrators will be able to use knowledge acquired through grant activities, but growth beyond the grant period will be difficult to project. Bandera ISD will continue to combine local, state and federal funds to implement the most effective practices from the grant project through careful prioritization of resources and planning.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Collection of anecdotal information.	1.	Teachers share knowledge & collaborate using strategies learned from PD
		2.	New hires respond to interview and analysis of the mentor program
		3.	Summative evaluations become growth activities w/ intense collaboration.
2.	Collection of written data	1.	Student achievement is noted through grades, benchmarks, STAAR perfor.
		2.	Analysis of appraisal/evaluation results show more intensity and growth
		3.	Report of recruitment, retention and early notification bonuses
3.	Collaboration among district administrators	1.	Monthly grant report at Principals' Meeting
		2.	Bi yearly report to Board of Trustees
		3.	Discussion of grant activities by district administrators
4.	Survey of staff attitudes	1.	Yearly staff survey indicates grant activities have been well accepted.
		2.	
		3.	
5.	Exit Interviews	1.	Exit interviews with employees leaving district, gather data about project.
		2.	
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be gathered through electronic means and through written reports provided to document grant activities. Campus principals will provide detailed agendas of meetings where grant activities are planned, discussed, implemented and evaluated. (meeting agendas from Campus Site Based Decision Making Committee, Mentor Meetings, Grade or Department meetings, staff development certificates/sign in sheets) and from evaluation checklists. District Business Office will provide documentation of stipend payment, signing bonus payment, early notification payment, and any other purchase documentation like staff development contracts or agreements.

Any difficulties associated with the grant project will be shared in collaboration with district administration meetings, principal meetings and through collaboration with campus and district administration contacts. Collaboration between project participants like mentor teachers and campus principal would be able to identify any difficulties experienced by the grant. Course corrections are to be expected within the scope of the grant and adjustments should be easy to implement. It is noted that a key function of our grant implementation will be collaboration among district administrators and campus administrators to ensure proper implementation of the grant.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

**Statutory Requirement 1: Required** - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

- Selection of mentors with similar teaching fields/backgrounds to new hires.
- Mentors are provided professional development during the summer.
- New hires provided staff development through summer and throughout the year.
- Organizational meeting of mentors and new hires with principal prior to regular staff's return for the school year.
- Meeting with Personnel Officer to outline district procedures, practices and employee benefits prior to school year.
- Monthly Meeting with all the campus mentors and new hires.
- On-going informal meetings between mentor and new hire.
- On-going information meetings between new hire and evaluators/campus administration.
- Formative evaluation of program by campus principals in December.
- Peer coaching opportunities provided at least twice a semester with release time to collaborate on observed results between mentor and new hire.
- Observation of other staff members through release time at least twice a semester.
- Payment of mentor stipend in April paycheck.
- Evaluation of the mentor program by mentors and new hires at last general meeting during the school year in May.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

**Statutory Requirement 2: Required** - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

- District teachers will continue to be observed using the PDAS system for their formal observations.
- Campus administrators will schedule formal observations for their assigned teachers and plot out the schedule of unannounced mini-observations using the district designed observation device based on the principals provided by Marzano.
- Evaluators will meet after each formal observation with a teacher and will provide feedback. Written feedback will be provided electronically after the completion of each mini-observation.
- Campus evaluators will meet with each teacher individually to discuss individual professional development plan as well as expectations for observation and scheduling at the BOY.
- At the Pre-Observation Meeting, goals for the year will be discussed between individual teacher and evaluator. Resources needed to achieve those goals will be identified and a time line set at BOY meeting.
- Teachers will complete MOY self assessment of professional development plan and turn in to their evaluator.
- At the summative conference, individual staff development plan will be reviewed and correlated to summative evaluation. Collaboration between teacher and evaluator will result in an updated professional development plan for the coming year. Anecdotal evaluation of the more rigorous evaluation system will occur.
- Training will be provided to district evaluators during the month of June.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

**Statutory Requirement 3: Required** - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

- Teacher evaluators will consist of campus administration, district administration, administrative interns, and others as assigned. (ie. music teachers will observe music teachers through the mentor process or through directed mini-observations.)
- Any evaluators who require or request training will provided training on an as needed basis.
- Evaluators will schedule formal observations with new hires in the fall semester and will schedule formal observations with all other staff members between September 15 and February 20.
- The formal evaluation will continue to be conducted with the PDAS instrument until the state of Texas revises the evaluation document in accordance with set standards. The mini-observations will be conducted with a district developed rubric and shall be no longer than 20 minutes and no shorter than 5 minutes.
- Feedback will be provided after each instance of formal, mini-observation and informal observation by mentor/peer coach/collaborating teacher. Some observations will be conducted by assigned evaluators, but teacher may request other employees to observe them as well. (ie. out of grade level math teacher/specialist)
- Benchmark test results, grade percentages, staff development plans and self assessments will be included in feedback given during the course of the year.
- Teachers will be encourage to document student growth informally and formally through electronic means using the Eduphoria computer program.
- PEIMS clerks will be tasked with providing grade distribution data to campus evaluators and mentor teachers.
- Release time will be provided to teacher and evaluator to review feedback.
- The summative evaluation conducted by campus administration will contain elements of all observations done that year by primary evaluators as well as mentor teachers and peer coaches. Student achievement data will be included, when available, in the summative conference and any self assessment or reflection completed by teacher.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

**Statutory Requirement 4: Required** - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

- Regular time will be provided to mentors and new hires through the use of dedicated substitute teachers.
- Collaboration will occur during professional learning community meetings, department meetings, grade level meetings, faculty meetings, and mentor meetings.
- Space will be provided on campus for teachers to meet together to discuss and share pedagogical strategies.
- The campus secretary will schedule substitute teacher coverage for any collaborative meeting held on campus.
- Teachers will share their successes and challenges in person, electronically and through other means found to be effective to the particular teacher and their evaluator/campus administrator.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID:

Amendment # (for amendments only):

**Statutory Requirement 5: Required** - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

- Individualized staff development plans will be created by all teachers, auxiliary personnel, paraprofessionals and others by the first day of school.
- District will provide staff development documentation folders that encompass all models of staff development in portfolio format.
- Individual plans will be reviewed by primary evaluator (campus administrator) and staff member.
- Release time will be provided by the campus through use of dedicated substitute teacher or other staff member to all teachers who request time to attend, participate or share staff development strategies.
- Teachers will be asked to connect staff development participation with student achievement in their classroom, both successes and challenges. These reports will become a part of their portfolio.
- Student benchmark data, and/or grade distributions will be tied to staff development participation as documented in district staff development portfolio.
- District and campus administrators will monitor attendance at off-campus staff development.
- Teachers and administrators will be strongly encouraged to participate in Project Share on-line course work.
- Teachers and administrators will be strongly encouraged to expand their certifications through ExCET testing.
- Feedback from summative observation and EOY staff development plan analysis will drive creation of Year Two Individualized Staff Development Plans.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID:

Amendment # (for amendments only):

**Statutory Requirement 6: Required** - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

- The Strategic Compensation Plan will be created in collaboration between the Superintendent's Office, the Business Office and the Campus Principals.
- The Strategic Compensation Plan will be approved by the Campus Site Based Decision Making Committees, District Site Based Decision Making Committee and the Board of Trustees.
- Selection of areas on which to focus will be sole responsibility of the Superintendent's Office and the District level cabinet.
- Any stipends paid, will be paid during the month of June.
- Hiring bonuses will be paid 50% during the month of December and 50% during the month of June of the first year of employment unless approved by the district grant committee composed of district administrators on an individual basis.
- Stipends paid for in-house expertise will be paid in April.
- The Strategic Compensation Plan will be reviewed at the EOY in June by all district and campus administrators.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

**Statutory Requirement 7: Preferred** - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

- As soon as grant recipients are announced, March 1, 2014 – district personnel will be made aware of the Early Notification Bonus for those employees who intend to retire or resign.
- Personnel director will meet in collaboration with campus principals to discuss possible openings in February of year prior to grant start.
- Applicants will be screened based on documented applications placed through electronic means. (Applitrack) Campus administrators will screen these applicants for required elements with a focus on candidates most likely to fit a high achieving profile. Campus administrators will follow up with reference calls to field more information about the candidates.
- Contact will be made with professional organizations and colleges to obtain candidates who are highly qualified for the positions available.
- Administrative interns will participate in college job fairs and provide written feedback on candidates who showed interest in Bandera ISD.
- Possible candidates for open positions will receive a tour of district campuses and the community.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

**Statutory Requirement 8: Preferred** - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

- District administrators, Business Office and Campus administrators will craft a Strategic Compensation Plan that will offer opportunities to teacher to become engaged in instructional coaching, providing campus staff development based on participation in campus administration's selected staff development, as well as organizing collaborative activities across grade levels, and across campuses.
- Possible areas for multiple career pathways: campus leadership through chairing campus committees, mentor teacher, providing peer coaching, providing staff development chunks to staff, preparing new hires for observation, assisting in the disaggregation of data, assisting in the collection and analysis of data from teachers, students and other entities and assisting in grant implementation on campus.
- As grant implementation proceeds, other areas of campus need may be selected as a possible career pathway.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

**Statutory Requirement 9:** If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Bandera ISD will not be seeking a waiver.

**Statutory Requirement 10:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Bandera ISD will not be seeking a waiver.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Statutory Requirement 11:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Bandera ISD will not be seeking a waiver.

**Statutory Requirement 12:** If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Bandera ISD will not be seeking a waiver.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

**TEA Program Requirement 1:** Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Without grant funds, limited implementation of the practices designated would be possible. There simply isn't any funding to pursue the majority of these strategies.

The use of a district developed mini-observation tool would be continued if grant funding was not received. As far as the creation of the individualized staff development plan, that could proceed without funding but would be difficult to implement without the corollary funding for teachers to attend staff develop workshops. One without the other would be ineffective and lead to frustration. While teachers reporting on conference and workshop attendance has been minimal, that would probably continue but on the limited basis already in place.

The main challenges faced with implementing the grant activities would be the inability to provide release time for peer coaching and observations. The inability to fund any further stipends for teacher development, hiring bonuses, and early notification bonuses. Attendance at job fairs could not be supported even though our on-line application system would continue to be used.

The staff development needed to implement the grant would be virtually impossible to duplicate as most of our Title II money is tied into class size reduction as well as the majority of the rest of our federal dollars are tied to salaries. Local money is not available for extended staff development and very little is offered free of charge. The Marzano training needed to continue our district growth is extremely costly.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

**TEA Program Requirement 2:** Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- March 1 – notification of grant award  
Notification to staff of early notification of resignation/retirement bonus to be paid April 1 through June 1.
- April 1  
Application for mentor teachers made available  
Attendance at job fairs  
Notification of hiring bonuses to prospective teachers  
Payment of early notification bonuses begins
- May 1  
Strategic Pathways determined as well as stipend schedule for campus leadership, mentor teachers and other areas of support  
Distribution executive summary of grant activities to teachers  
Conferencing with teachers about individualized professional development plans  
Secure payment for any professional development activities before end of budget year, June 30.  
Revision of district staff development plan and approval of plan by District Site Based Management Committee
- June 1  
Teachers begin attending professional development activities and document in portfolio.  
Mentor teacher selection begins and training provided for mentors
- July 1  
Informal campus planning through administrative team collaboration
- August 1  
Provide training schedule for new hires  
Administrative team meets in retreat to discuss grant implementation  
Principals' meeting report of grant implementation
- September 1  
Evaluation schedule is set by campus personnel  
BOY Self Assessment is completed  
Principals' meeting report of grant implementation  
Training is provided new hires in district based needs  
Evaluations, mini-observations, peer coaching with requisite release time begins  
Weekly campus mentor meetings begin
- October 1  
Evaluations, mini-observations, peer coaching with requisite release time continue  
Principals' meeting report of grant implementation
- November 1  
Continuation of Professional Dev, Evaluations, Peer Coaching and Collaboration
- January 10  
MOY Self Assessment for teachers  
MOY Individualized PD Plan evaluation
- March 1  
Formal Evaluations are complete  
Strategic Compensation Plan review  
Early Notification Bonus cycle begins  
Hiring Bonuses begin
- April 1  
Evaluation of Grant Activities by Administrative Team and Campus Principals
- May 1  
Revision of Individualized SD Plan, and Completion of EOY Self Assessment  
Summative conferences  
Mentor Evaluation and collection of student feedback

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 010902

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campus Site Based Decision Making Committees have discussed these issues and have shown support as has the District Site Based Decision Making Committee. Extensive discussion during administrator meeting has occurred and collaboration between campuses has been evident by the sharing of staff development resources and the reworking of evaluation tools. Grass roots support for this project appears high.

**TEA Program Requirement 4:** Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All 4 Bandera ISD campuses will participate in the EEIP grant. (district-wide)

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